

146  
ordinary binding  
~~146~~

EVALUATION OF ADULT EDUCATION PROGRAMME  
OF NEHRU YUVA KENDRA SANGATHAN  
IN UTTAR PRADESH

Sponsored by:  
Department of Education  
Ministry of Human Resource Development  
Government of India

1  
370.0542  
ASH

M.S.ASHRAF

22025

Giri Institute of Development Studies  
Sector 'O' Aliganj Housing Scheme  
Lucknow 226020

September 1990

FIELD TEAM

MR.A.M.SHAMSI

MR.NH NAQVI

MR.HS TEWARI

MS.SUSHMA DWIVEDI

MS.ISHRAT HASNAIN

## CONTENTS

I. INTRODUCTION

II. CONDITIONS OF THE ADULT EDUCATION CENTRES

III. THE INSTRUCTORS OF ADULT EDUCATION CENTRES

IV. THE PARTICIPANTS

V. IMPACT OF ADULT EDUCATION PROGRAMME ON THE  
VILLAGE POPULATION

VI. SOME OBSERVATIONS & SUGGESTIONS

### INTRODUCTION

The aim of the present programme of Adult Education is to wipe out the Curse of illiteracy and ignorance among adults in the age group 15-35 years through literacy, skill development and civic awareness. In this massive programme, agencies other than the government have also been involved to run the adult education centres. One such agency is Nehru Yuva Kendra Sangathan (NYK) which managed 2772 Adult Education centres in 35 districts of Uttar Pradesh during 1988-89. The present study is based on the evaluation of Adult Education Programme of Nehru Yuva Kendra Sangathan in Uttar Pradesh.

In most of the 35 districts (30) the date of commencement of the Adult Education Centres (AEC) was November 14 1988. In the other 5 districts the AEC were started from different dates, e.g. 12 January 1989 (Nainital); 1 February 1989 (Mirzapur); 21 November 1988 (Saharanpur); 24 December 1988 (Pilibhit) and 1st December 1988 (Pratapgarh). All of the AEC in district Unnao, Varanasi and Lalitpur could not start from the same day and it was found that some of the centres in these districts commenced after about two-and-a half to three months of the commencement of programme in the same district.

#### A- Sample Methodology

For the purpose of the present evaluation study, six districts, two each from the Western, Central, and Eastern regions of Uttar Pradesh were selected. They included district Rampur and Bareilly (Western), Barabanki and Lucknow (Central), Pratapgarh and



Faizabad (Eastern) .

From each of the selected districts, a total of ten AE Centres run by the Nehru Yuva Kendra (NYK) were selected for detailed study. Half of the AE Centres were for females. The selection of the AE Centres was made through purposive random selection method taking into consideration the distance of villages from the main road so that only those centres are not surveyed which are on the road side .

Three participants from each of the AE Centres were selected randomly and interviewed to get the information required for the study.

Besides the Instructor and Participants two influential/ persons of the village were also interviewed for obtaining their views about the impact of the AE Programme on the local population. They were selected from amongst the Pradhan , Knowledgeable women , member of the Scheduled castes/Tribes and Muslims.

#### B-Data Collection

The primary data was collected through four Interview Schedules. They were :

1. Schedule I- For understanding the candidates of AE Centres .It covered different aspects of enrolment , facilities provided at the AEC , AE Committee , support from officials and problems in running the AEC .The information was collected from the Instructor.

2.Schedule II-For Instructors of AE Centers.It covered their background ,training in Adult Education ,motivation and competence, teaching methods ,conditions of working as Instructor ,thier opinions about community support to the AE Programme and their expectations.

3.Schedule III- For Participants /beneficiaries. It sought information about their socio-economic background ,motivation their opinions about the programme- contents of the course, teaching method of the Instructor ,benefits from attending the AE Centre ,facilities at the centre ,their opinions about working of the centre ,level of their participation and their performance in writing ,reading and arithmetic .

4.Schedule IV- For the village Influentials .It covered aspects such as their knowledge and opinion about the AE Programme ,role of Gram Sabha ,response of the village community , AE Committee and benefits from the Programme .

#### C.Sample-Size

The total sample size in the present study consisted of sixty AE Centers (29 for males , 30 for females and one for both ) 60 Instructors , 180 Participants and 120 village influentials from the six districts selected for investigation .The sample of Centres was drawn from amongst 456 AE Centres run by thr NYK in these districts .The sample of 180 participants represent an enrolment of 1817 persons in the AEC of these districts.

#### D-Period

The AECs in five of the six selected districts, namely Faizabad, Lucknow, Barabanki, Rampur and Bareilly worked for one year, from 14-11-88 to 13-11-89 while the Centres in district Pratapgarh were started on 1-12-88 and closed after ten months, on 13-11-89. The primary data from the selected districts was collected during April-May 1990, i.e. after about five months of closer of the AE Centers. All the Interviews of Instructors and Participants were therefore conducted at their residences.

#### E-Secondary Data

The secondary data required for schedule 1 was collected from the Attendance Registers of the selected AE Centres. The Registers were generally found at the offices of the concerned District Coordinators. Some information for this Schedule was also provided by the Instructors.

Besides, detailed discussions with District Coordinators and Supervisors / motivators also provided useful information about the working of the Programme.

## II

### CONDITIONS OF ADULT EDUCATIONS CENTRES

#### Participants

Most of the selected AEC were located at a distance of over 20 Km. from the District office of NYK .One -fifths of the AEC (12) were located within a distance of 20 Km .From the NYK office of the District ;three-fifths (36) were in between 21 and 40 Km.; and one-fifths were at a distance of over 40 Km.

A large proportion of the selected AECs were found within a distance of upto 5 Km.From the main road (90%) while the rest of them (10.0 percent) were in between 6 and 10 Km.From the main road /National Highways.

In the 60 AECs, a total of 1817 adults-898 males and 919 females were enrolled at the start of the course .Thus, the average per centre enrolment was 29.95 persons .Among them,1739 persons i.e. 96.77 percent ,completed the course .The proportion of females was slightly higher (98.55%) than the proportion of Males (94.99%)among those who completed the course .A large proportion of participants (78.69%) ,males and females both, were regular and attended their centres over 50 percent of days.

The Age-wise distribution of participants shows that the Adult Education Programme has greater attraction for the younger persons in the 15-35 age group than the older people. The enrolment in different age groups consistantly declined from the younger to the

older age group of the target population under the AE Programme. Of those enrolled, 39.06% were in 15-20 age group; 23.06% were in 21-25 age group; 19.08% were in 26-30; 15.28% were in 31-35; and, 3.52% were of over 35 year's age.

The enrolment of females in the age group 15-20 years was slightly higher than males. In the other age groups, however, enrolment of males was slightly higher than females.

The caste-wise distribution of participants in the selected AECs shows a higher proportion of persons belonging to the Backward castes was enrolled (34.75%) followed by the persons belonging to the Scheduled castes (32.12%) and Muslims (23.68%). Only 5.48% of the participants belong to the upper castes and 3.97% to other groups including the Scheduled Tribes.

#### Facilities at the Centres

Of the 60 AECs in the six selected districts 42 were established in the Instructor's own houses ;16 in the houses of others in the village while one AEC each was established in the Primary School buliding and the Community Centre .

Half of the AECs (30) had one room each ; 21 functioned in varandas; two had a room and a varandah both, while 7 centres had n covered space and, therefore, worked in open space .At least half of the 53 AECs with covered space for classes had highly inadequate accomodation .Among them 9 had only about 100 sq.ft and 18 had between 101 and 150 sq.ft. covered space. Seating accomodation for 30 participants even on floor and the space

required for movement of instructor in the class are not at all possible in this size of accomodation if all the participants attended the class .Even if they some how manage to sit it will be highly conjested and uncomfortable .

The participants of 40 AECs were sitting on bare floor with neither Tatpatti nor mat.The availability of Tatpatti in 20 Centres was due to the cooperation of the participants who had brought them for their use.

#### Teaching Aids

All the AECs were provided Black-boards .Some of them were given two .Thus,the average number of Black-boards comes to 1.52. On an average 117 packets of chalk per month were distributed among the 60 AECs,i.e.about 2 packets per centre.However ,it was found that 13 AEC did not receive supply of chalk regularly.The duster was provided to 41 AEC and 123 lanterns were supplied to 33 AEC including 10 lanterns to 3 AEC for females as they were holding classes during evenings .It was reported that 11 AEC including the 3 centres for females did not receive supply of kerosene oil regularly.

#### Learning Material

The book "Nai Rah : Praveshika" was used in the AECs of five districts which was published by the State Resource Centre, Literacy House, Lucknow. While Nai Jyoti published by Samaj Sanrachna Kendra Prakashan, Lucknow, was used in the AE centres of District Pratapgarh. We could not find the exact date of supply of

books to 10 AEC, 9 of them were in district Rampur and one was in district Lucknow. Among the remaining 50 AECs 20 had received books before the session was started while 28 AECs received them within a week the centres were started one centre each received the books in about a month and after two months of the start of the session.

The date of supply of slates could not be found from the records of 19 centres belonging to district Pratapgarh (10) Rampur (8) and Lucknow (1). The records of the remaining 41 AEC shows that a larger number of them received this item in about two months time (27) , 4 had been supplied within a week of start of the centres while 10 centres received slates before the session was started.

The date of supply of exercise books was not recorded in 10 AEC, 8 belonging to district Rampur and 2 to Barabanki. Besides; the date of receiving the pencil was not found from 8 centres of district Rampur. Of those the records of supply dates of the two items were available we find that most of the centres had had received the two items after a month/ two months of start of the sessions. As the period of supply of learning material to AEC varied it indicates lack of a clear policy at the organizational level of the NYK Sangthan. In fact, some of the District Coordinators of the NYK were highly critical of the arrangements made by their Organization for the supply of material through their Regional office. They complained that such an arrangement delayed the supply of material to the AEC. They also complained

that they could not supply the required quantity of materials to all the centres as they received them in lesser quantity than what was needed.

#### Adult Education Committees

Most of the AEC (54) had Adult Education Committees at the village level. The Instructors of 9 centres thought they were of no use while others opined that by and large the Committees were useful for their centres. There multiple responses include : "helped in motivating illiterate adults to join the Adult Education Centre /attend classes regularly /benefit from the adult education programme" (43); "Supervised the working of the centre /made visits to the Centre /used to check attendance"(36) "Tried to solve problems of the AEC/helped in getting accomadation for the Centre "(23).

#### Support From Officials

A majority of the AEC (35) were visited by the Supervisors/ Motivators twice a week during the session; 13 centres were visited by them once a week ; 7 centres were visited 2-3 times a month, while five centres were visited once a month. This suggests that there was no fixed schedule for visits of the Supervisors/ Motivators.

The Supervisors helped in motivating the illiterate adults for joining the AEC when it was established. Later, during the session they used to check the Attendance Register and convey to the Instructions from the Districts Youth Coordinator.



We also enquired about the visit to the AEC by the District Youth Coordinator. Seven Instructors reported that their centres were visited by the District coordinators. Half of the Instructors (30) informed that the Coordinators visited their centres for 10-12 times during the session, i.e. about one visit per month; 14 AEC were visited by them only once or twice and 9 centres three - four times during the entire session of one year. Since the District Youth Coordinators had greater responsibility in other activities for youths they did not have enough time for the adult education programme.

During their visits to the AEC the Coordinators, however, used to motivate the participants to attend the centre regularly and complete the course; checked Attendance Registers and tried to solve problems faced by the Instructors.

A majority of the Instructors (36) reported that they had to visit the office of District Youth Coordinator either regularly or occasionally. The main purpose of their visits was either to attend meetings (28), draw honorarium (21) or collect stationary (14). Generally, the Instructors were satisfied with the attitude of NYK officials towards them.

#### Problems in Running the Adult Education Centre

While discussing the difficulties the Instructors faced in running the AEC a large number of them complained about the apathetic attitude of participants towards the programme. To a

multiple response question 'what type of difficulties they faced in running the Centre', 83.3 percent of them described irregular attendance and late coming of participants ;and, 45.7 percent complained that most of even those who attend the class do not take interest in learning .Some of them (38.3%) also complained about inadequate facilities at the centre such as :insufficient space ,inadequate arrangement for light and lack of a chair for the Instructors. Some of the Instructors (8.3%) were also critical about the late supply of stationary.

The above observations indicate that (a) the programme of adult education has not received enough support of the community ;(b) the efforts of the functionaries of the programme to popularise its objectives have not been whole-hearted ;and,(c) the cooperation of the functionaries in health, education and the development programme for the effective implementation of adult education programme was not available .Their involvement could be very beneficial.

About one-third of the Instructors (35%) informed that their problems could not be solved ;70.0% of the Instructors tried to motivate participants by organizing cultural programme and sports while 41.7% of the Instructors used to call participants from their homes before the commencement of the class .Some of the Instructors (18.3%) informed that the participants themselves made arrangements for their seating at the AEC.

Further inquiry about the significant shortcomings at the AEC

revealed that the Instructors (56) were very much concerned about irregular attendance /late coming /lack of interest of participants .They thought that such a situation was mainly due to (a)insufficient infrastructure at the centre ,such as :no proper seating arrangement /insufficient space /congestion /insufficient lighting arrangements (56)etc.;and,(b) lack of community support (20).Some of them also complained about late supply of stationary for participants.

Finally ,the Instructors were asked for their suggestions for improving the functioning the AEC.Their suggestions were multiple.All of them felt that the interest of participants as well as the community in the Adult Education Programme must be enhanced without which the programme cannot achieve its goal.For this purpose they suggested that the adult education programme should be linked with certain development programmes /technical training programmes,such as TRYSEM, and those who have completed the AE course should get preference for support under such programmes.Next to it ,was their suggestion of providing better facilities at the centre such as Tatpatti,Bell,more lanterns and chair for the Instructor (56).About one-third of the (32) Instructors demanded a suitable increase in their honorarium ,which was Rs. 100/=p.m.One fifths (20) of them suggested timely supply of learning material while 15 persons suggested organisation of cultural programmes by the AEC, for which the centre needed some musical instruments.

### III

#### THE INSTRUCTORS AT THE ADULT EDUCATION CENTRES

The 60 AEC selected for the study were managed by 32 Male and 28 Female Instructors. Thus, two male Instructors also managed two AEC for females. About half of the Instructors (31) were in the age-group of 21-30 years, 19 were in between 15-20 years and 10 were in the age-group of above 30 years. A greater proportion of female Instructors (15) were in the younger age group of 15-20 years age-group as against Male Instructors (4). Thus most of the Instructors were in the age-group to which the participant belonged.

The occupational distribution of Instructors indicate that 24 of them were engaged in agricultur, 19 were housewives, 8 students, 5 were in service, 3 in trade and one was a labourer.

A majority of the Instructors (35) belonged to the Upper Castes, 17 to Backward Castes, 17 to the Scheduled Castes and one was Muslim. The castes wise distribution among male and female Instructors was almost equal.

#### Educational Background

The educational background of the Instructors indicate that a majority of them had studied upto High school (35) including one who had studied upto Primary and 8 upto Junior High School level. Those with education upto Junior High School were the Instructors of the AEC for females. Next was the number of those who had

completed Intermediate (17), among them 10 had managed the centres for males and 7 were female. Eight Instructors were graduates/postgraduate including one female Instructor. Thus the level of education of a majority of female Instructors was lower than the male Instructors.

#### Instructors Economic Background

Though the average annual income per family of Instructors was Rs.12,109.67 and the per capita annual Income of Rs. 1542'63 yet we find a significant proportion of them (38.33%) living below the poverty line i.e. Rs.6500/=.The average annual income of the families of these Instructors was Rs,5.021.74 and the per capita annual income was Rs. 675.44.The average size of their families was 7.85 and, therefore,they had a comparatively larger size of families.

#### Training

Except two, all the Instructors had received training for conducting adult education classes .The prescribed period for training was ten days. However ,less than one-third of them (18)had received the training for full period.About one-third of them (19) had undergone such training for six to nine days while 21 Instructors had received it for a period upto five days.

During discussions with the NYK officials of the selected districts we were told that the duration of training was 10 days at a stretch.In one of the districts, however ,we were informed that a two - day refresher training was also conducted.However,

this information did not tally with the responses of Instructors. When probed further about the variations in training period the Investigators were informed that some Instructors might have not attended the training for full period and due to certain personal reasons they might have left it after a few days. The Instructors, however, did not say that. Instead, they said the duration of the training was for that period.

It, therefore, seems that there was not strict adherence to the norms regarding the duration of training for Instructors. A large majority of Instructors (51), however, claimed that they fully understood the purpose of the training, which was, according to them, (a) how to teach illiterate adults (42); (b) to understand the importance of literacy (32); (c) to gain social awareness (22); (d) to know the contents of the course (18); (e) to gain knowledge about government's development programmes; and (f) to realise the importance of health and hygiene (11).

#### Motivation And Competence

The Instructors were probed about their understanding of the objectives of the A.E. Programme. The purpose was to know how far they knew about the objectives set by the National Literacy Mission for this Programme which were as follows:

- (a) achieving self-reliance in literacy and numeracy ;
- (b) becoming aware of the causes of their deprivation and moving towards amelioration of their condition through Organization, and participation in the process of development;

(c)acquiring skills to improve the economic status and general well-being ;and,

(d)imbibing the values of national integration ,conservation of the environment ,women's equality ,observance of small family norm,etc.

Ths NLM had set the following levels in literacy:

#### Reading

(a)Reading aloud with normal accept simple passage on a topic related to the interest of the learners at a speed of 30 words per minute.

(b)Reading silently small paragraph in simple language at a speed of 35 words per minute.

(c)Reading with understanding road signs ,posters, simple instructions and newspapers for new-literate etc.

(d)Ability to follow simple written message relating to one's working and living environment.

#### Writing

(a)Copying with understanding at a speed of 7 words per minute.

(b)Taking dictation at a speed of 5 words per minute.

(c)Writing with proper spacing and alignment.

(d)Writing independently short letters and applications and forms of day-to-day use to the learners.

#### Numeracy

(a)To read and write 1-100 numerals.

(b)Doing simple calculations without fraction involving addition,sustraction upto 3 digits and multiplication and

divisions by 2 digits.

(c) Working Knowledge of metric units of weights, measures, currency, distance and area and units of time.

(d) Broad idea of proportion and interest (without involving fractions) and their use in working and living conditions.

Under the objective of literacy all the Instructors said that the participants should learn reading of simple Hindi books, Newspapers and posters and writing of simple sentences. Reading and writing of numbers from 1 to 100 was mentioned by 11 Instructors, simple arithmetic calculations was mentioned by 36 and knowledge of the Metric system by only 2 Instructors .

As regards the improvement in occupational efficiency through the AE Programme the Instructors mentioned: (a) imparting training in knitting and tailoring (40) and, spinning through charkha , candle making etc. (5); (b) providing Knowledge about new techniques in agriculture (21), development programme (17), importance of small savings (4) and measures to be adopted in storing food grains (2).

Under the objectives of improving Social Consciousness the Instructors mentioned about Knowledge in areas such as : (a) Social Unity (33); fundamental rights and duties (32); (c) Health and family planning; (32).

In relation to the broad objectives of the Adult Education Programme i.e. Literacy , Occupational efficiency and Social consciousness we find the Instructors were by and large aware



about the last two objectives. The lack of complete knowledge with regard to the prime objective of the AE Programme, i.e. literacy, among a significant proportion of the selected Instructors was evidence from their responses. All the Instructors mentioned one of the objective was developed capability of reading and writing simple Hindi while only 36 Instructors mentioned simple arithmetic calculations. To read and write 1-100 numerals was mentioned as an objectives by only 11 Instructors and the knowledge of Metric units by only two Instructors.

22024 Such a situation indicate that a significant proportion of Instructors were not fully aware of the objectives of the AE Programme. Besides, even those who knew to some extent, were not aware of the levels in literacy that were to be achieved by the participants during the period of one year of their learnings at the AE Centres. This may be considered a serious shortcomings for the successful implementation of the Programme. This shortcomings also reflect the inadequate training that they received prior to the start of the AE Centre.

Of the 60 Instructors, 13 confessed that they had no sufficient knowledge /experience to discuss with participants the subject related to income raising measures; 10 were unable to discuss how to inculcate values of good citizenship. Their method of teaching in the class also varied. Only some of them used charts and posters (43), and black-board (30). Some used to dictate passages from the book that the participants were to write (30), some used question -

answer method (27), group discussions (22) and used to read from the book loudly and the participants were asked to repeat (13).

#### Condition of work

The Instructors were getting an honorarium of Rs.100/=P.M. Some of them (11) complained that they did not get it regularly. Among them 10 Instructors received their honorarium in six instalments and one in five instalments during the session. Three-fourths of them (45) reported that they faced several problems in running the AE Centre.

Among the problems that the Instructors faced were: Highly irregular attendance of participants (48) shortage of teaching material (22), inadequate space for the class (12), inadequate light/seating arrangements (18) and lack of cooperation from the village community (12).

The responses to a question about the support that the Instructors received from different sources for running their centres indicate that 47 of them received advice/guidance from Supervisor /motivator and 35 received guidance from the District Youth Coordinator. The village level Education Committees formed for the 18 AE Centres did not take any interest in the activities of the centres. Most of the rest of the committees took only nominal interest. The Gram Sabhas of 28 villages did not show any interest in the AE Centres. And, there was no response from the community in at least 20 villages.

The unfortunate aspect of the attitude of the village level

Education Committees ,the Gram Sabhas and the Community is that even the AE Centres which received support from them got it only for name-sake .Most of them had no enthusiasm for the Programme.The response of the community to the establishment of at least 48 AE Centres was that of indifference .It also reflects the lack of support from the village level Education Committees and the Gram Sabhas.Out of 60 Centres selected for the survey the Instructors of 58 Centres informed that they had to persuade people to get to required number of participants enrolled.

The above state of affairs indicate an attitude of indifference towards literacy in general.The AE Centres ,however ,could get support and encouragement if (a)the centres were managed properly;(b)the officials connected with the programme had commitment and enthusiasm;(c)there was active coordination between different agencies engaged in development programmes in popularizing the programme by :(i)training the field level personnel properly ;(ii)providing essential infrastructure to the centres ;(iii)campaigning vigorously the advantages of literacy;and (iv) soliciting active support from the Gram Sabhas and the Community .Such a conditions were,however,lacking in implementing the AE Programme by the N.Y.K.The result of such conditions was that 80.0 percent of the Instructors termed the Community's response towards the AE Programme as 'Indifferent'.

The experience of the Instructors show that the younger people in the age group 15-25 (male and female both) in the community

were more responsive to the AE Programme (34) than those in the age group 26-35 years (26). Occupation-wise, housewives among females (24) and agricultural labour (13) and marginal farmers (10) among males were responsive than those in other occupations. About half of the Instructors (29), however, felt the Programme lacked special efforts to attract illiterate adults.

#### IV

#### THE PARTICIPANTS

As stated earlier, three participants from each of the 60 AE Centres were interviewed primarily to explore the extent of benefits they have drawn from the AEP. They had completed the Adult Education course about five months back. The caste wise distribution of their sample shows that out of the total of 180 beneficiaries (90 males and females each) 68 belong to the Upper caste, 58 to the Scheduled Castes, 52 to the Backward Castes and 2 to others. An interesting feature was that a significantly larger proportion of females from the Upper Castes (44) and males from the Scheduled Castes (41) had completed the course than the males belonging to the Upper Castes (24) and females to the Scheduled Castes (17).

A large majority among the female participants were house wives (72) while a larger number among male beneficiaries (49) were engaged as cultivators. The average annual income per family was Rs. 7340.70 and the per capita annual income was Rs. 1289.08. The families of participants had a total of 973 members. The average size of the family was, therefore, 5.41. Among them 55.19% were males and 44.81% females. The present literacy rate was 48.72% among the family members, 55.49% among males and 40.37% among females. This, however, included those who had completed the Adult Education Course. If the members of these families had not joined

the AE Centres the literacy rate would have been only 30.22, 38.73% among males and 19.72% among females. Still, there were no other literates in 58 families, except those who completed the Adult Education Course.

#### Participation in the Programme

A large number of the beneficiaries of the Adult Education Programme run by the NYK (81 i.e. 45%) did not even know about the programme prior to their joining the classes when the AE Centre started. Among them, 42 were females and 39 males. The ignorance about the Programme among such a large proportion of population reflects the inadequacy/weakness of the campaign for the eradication of illiteracy.

The beneficiaries were asked 'what made you decide to join the AE Classes?' Their replies were multiple which included : wanted to be capable of reading ,writing and in doing simple calculations (121); because literates were respected in the society (93) ;will help know about health care (61); get knowledge about ways to improve occupational efficiency/economic conditions (48); was motivated by neighbours /Instructor /Motivator /Pradhan (28).

#### Participant's Opinion:

#### Contents of the Course:

The beneficiaries were asked about the subjects taught to them in the AE Classes. The responses were as under:

#### Responses :

#### Respondents

Male

Female

Total

Reading and Writing	85	85	170
Numerals, Addition Subtraction & Division	88	90	178
Health, Hygiene, nutrition & family Planning	25	38	63
Social Issues	27	22	49
Improved methods in Agriculture	25	9	34
Welfare Programmes	12	7	19
Social Relations	10	7	17
Tailoring, weaving, Knitting etc.	5	4	9

The picture that emerged from the responses of 180 participants/beneficiaries belonging to the 60 AE Centres of the six districts was not promising in relation to the objectives set by the NLM under the functional literacy Programme. Even reading and writing was not mentioned among the subjects covered by 10 respondents and the number of persons who mentioned coverage of other subjects (except numerals and simple arithmetic) was very small. Thus there was no uniformity in the coverage of subjects among all the AE Centres. This indicates either of the three possibilities: (a) there was no clear policy of the NYK Organization with regard to the coverage of subjects at every AE Centre; (b) the instructions from the NYK Organization were not clearly communicated to Instructors by the districts level Officials during training; or, (c) the Instructors did not follow the instructions from the district level officials of the NYK

either because they did not pay attention to them or were incapable of covering such subjects and no proper monitoring channel was maintained.

Except 27, all the participants were allowed to take the books to their homes during the period of study at the AEC. We were, however, informed that at the end of the course the text books were taken back by the Instructors of a majority the AE Centres. This deprived the beneficiaries from continuing practice of reading and writing after the course period.

Exercise books and pencils were provided to all the participants. Slates and Chalks were also provided in five of the six districts. The participants of one of the districts informed that they did not get this item from their Instructors.

#### Teaching Method

The respondents were asked about the method of teaching adopted by the Instructor, i.e. how he/she used to teach them in the class ? To this open ended questions the responses were as under :

<u>Responses</u>	<u>Total No.Of Respondents</u>
1.With the help of Black-Board	137
2.With the help of Charts & Posters	122
3.Through discussions	73
4.Through dictations	70
5.Text-book reading	35
6.Reading jointly & loudly	19



The responses indicate that the use of even black-board and charts and posters was not mentioned by all the respondents. Other methods of teaching were mentioned by only a small proportions of the respondents. The position, however, changed when they were specifically enquired about the use of certain aids, such as Black-Board, Charts/Posters, Text-book and other books. The responses to this pointed question were by and large different from the responses to the earlier open-ended question. For example All the respondents accepted that Black-Board, Charts/Posters and Text-book were used in teaching at the AE Centre.

Another direct question pertaining to the method of teaching was asked. The purpose was to know whether such methods in reading, writing and arithmetic were used regularly /rarely/never. The responses to the question 'were you given chance in the class for :are give below. They indicate only 'regular' use of such methods:

<u>Responses</u>	<u>NO. of respondents</u>
1. Reading loudly	135
2. Reading silently	68
3. Reading with understanding road signs/posters etc.	67
4. Developing ability to understand simple messages.	29
5. Copying with understanding	120
6. Taking dictation	91
7. Writing independently short letter,	

aplication ,etc.	30
8.Reading and Writing of numerals(1-100)	147
9.Memorizing numerals(1-100)	148
10.Doing simple calculations involving addition	111
11.Subtraction	108
12.Multiplication	104
13.Division	85

The pattern of responses indicate that there was no uniformity in the methods of teaching used by Instructors.It Indicate lack of an appropriate policy,efficient training of Instructors and proper supervision/monitoring.The responses indicate that the teaching method do not conform fully to the levels set by the NLM for acheiving the objectives of literacy.

Besides,a sizeable proportion of respondents (40.6%) maintained that they were not able to fully understand the contents of the book easily .Their reasons included:Some subjects/topics were difficult to understand (49.3%); Difficult language (34.3%);and,could not get them explained (16.4%).

#### Benefits of the AE Course

Most of the participants (161)accepted the AE Course was beneficial for them .According to them the AE Course enabled them to read and write simple Hindi (128);do simple calculations (94); know about the health related matters (31);understand certain social issues (11);and,fundamental rigths of citizen (10).

To a set of questions ,a large number of beneficiaries felt the

AE Programme proved useful (a) in maintaining better relations in the family (131);in the neighbourhood (128);and,in the village (127);(b)in maintaining cleanliness in the house (130);in the neighbourhood (127);in the village (124);in availing vaccination facilities (102); and ,in using safe drinking water (122);(c)in improving skills (108);changing occupation (32);securing asset under IRDP (54);and in adopting improved /new methods in agriculture (78).

The above responses to the questions related to Social Conciousness,Health Consciousness and Econnomic activities indicate a possitive acheivment of the AE Programme.The beneficiaries were further probed about the capability they acquired in reading,writing and numeracy:153 persons said they can read simple Hindi easily;129 can also write small sentences and simple applications;37 can write their name and address;141 can write numerals 1-100,73 can do additions,subtraction,multiplication and division while 68 can do simple additions and subtraction only.We find 27 (15.0%) persons were unable to read,14 (7.78%)were unable to write even their name and address and 39 (21.67%)were unable to write even numerals 1-100 and were also unable to do any simple arithmetic calculations.

The beneficiaries of the Adult Education Programme were interviewed after a gap of about five months of completing their course.They were,therefore,asked whether they still remember what was taught to them in the class.One-fifths of them (36) had

forgotten what was taught to them. They were further probed and 14 of them said their books were taken back by the Instructor at the end of the session; 12 had no time to continue reading and writing; and, 10 had lost interest.

#### Facilities at the AE Centre :

The respondents were asked about the availability of a number of essential items of teaching material, stationary, light and seating at their AE Centre. All of them informed that books, charts, Black-Board, chalk, Exercise books, pencils were available. Slates and Chalk were made available to only 150 participants.

According to the participants of 29 AE Centres (87) the lanterns were provided to their centres. The kerosene oil was however, provided to only 24 centres and the five centres for males were, therefore, deprived. The Instructors of 53 centres had informed that they used to run their centres under the covered space while 147 participants belonging to 49 centres informed that their centres had covered space.

#### Working of the Centres

We find from the responses of the beneficiaries that the classes at 40.0% of the centres were not held regularly. Only 60 % of the respondents belonging to 36 AE Centres stated that their classes were held daily; 35.6% of the respondents belonging to 22 AE Centres reported that their classes were held 4-5 days in a week while 4.4 % of the beneficiaries informed that their classes

were held for less than 15 days a month. The classes were, however held during the fixed timings.

The participants mentioned multiple reasons for not holding the AE Classes daily. The reasons were :Due to Sundays/holidays (106), due to some personal work of the Instructors (67). lack of interest of the Instructors (17) and due to festival (28).

Despite the above responses indicating lack of interest of the Instructors 176 respondents expressed their opinion that the Instructor took sufficient interest in running the centre. Such an attitude may be because the Instructors belong to their villages and they did not want to say any thing against them; the participants themselves were not much concerned about the irregular running of centres; and, they were not aware about the condition that the centres were to be run regularly. Most of them (160) also said that the Instructor took interest in the progress and regular attendance of participants.

#### Level of Participations

The participants were inquired about the number of days a month they generally attended their classes. We find that 64 of them (35.35%) used to attend 15-20 days, 111 (61.67%) between 21-25 days and only 5 (2.78%) between 26-30 days a month. The average attendance of the selected participants per month comes to 21.2 days, which can be termed as unsatisfactory. Despite low attendance most of the respondents (150) expressed their satisfaction over their progress in learnings. Those satisfied with their progress

(30) mentioned certain reasons such as: could not devote enough time in learning (15), were irregular in class due to certain reasons (14) and sickness (3).

They were asked to explain reasons for remaining absent from the class. The reasons were multiple which included : household problems (95), sickness (74), ceremonies and festivals (63), some urgent work (28), lack of interest (13) and job work (11).

The beneficiaries were also asked to suggest measures for making the Adult Education Programme more useful for rural population. Their suggestion included : the programme should be linked with economic activities (70), stipend for participants (51), proper seating arrangements at AE Centres (38), some technical training should be a part of the course (37), provision of musical instrument at the centre (11) and the AE Centre should be run on the regular basis (8).

#### Performance of the Beneficiaries

The respondents were interviewed after a lapse of about five months of their leaving the AE Centre. It was, therefore, thought to test their abilities in reading, writing, numerals and simple arithmetic. They were asked (1) to write their full names and address, including their mohalla, village, block, tehsil and district; (2) write numbers from 22-36; (3) read a passage in simple Hindi; and (4) solve one arithmetic question each on plus, minus, multiplication, and division.

We find the beneficiaries committed an average of 29.5%

mistakes in writing their names and address. The females beneficiaries committed larger number of mistakes (34.4%) than the male beneficiaries (22.6%). Their speed in writing was slow, i.e. 1.69 words per minute. The females however, wrote faster (1.73 words per minute) than males (1.64 words per minute). In one of the selected districts, one-third of the sample of the participants could not write even a single word while in another districts all the respondents had written their addresses without any mistake.

While writing fifteen numbers from 22-36 only 125 respondents (69.4%) were able to write correctly; 30 persons (16.7%) could not write all correct numbers and committed a number of errors; 16 respondents (8.9%) left it incomplete while 9 could neither write correctly more than 5 numbers nor in sequence.

Their ability to read was tested by asking them to read a passage in simple Hindi. It was: Beti Ki Shadi Ki Sahi Umar Hae Atthara Saal Ke Baad. Baat Chhoti Si Hae Par Yeh Ki Har Bahu Saas Ke Liyay Beti Si Hae. Jo Padhta Hae Woh Badhta Hae.

All the respondents, except three were able to read the above passage. Some of them (25.99%), however, read certain words incorrectly. A larger proportion of the male respondents (28.08%) committed errors than the female respondents (23.86%). Their speed in reading were also recorded. On an average they were able to read 16.2 words per minute. The female respondents read the passage at a faster speed (17.9 words per minute) than the male respondents (14.6 words per minute).

Their capability to solve simple arithmetic questions was tested through the following questions (written in Hindi numbers):

<u>Plus</u>	<u>Minus</u>	<u>Multiplication</u>	<u>Division</u>
12	82	22	8)48(
21	31	6	

We find 103 respondents (57.22%) were able to attempt all the four questions correctly, 12.78% (23) were able to do additions, subtractions and multiplication questions correctly, 20.0% (36) could attempt correctly only additions and subtractions while the remaining questions were not attempted by them and 10.0% of participants (18) either did not attempt any of the questions or all of their answers were incorrect.

In other way, out of the sample of 180 persons 162 (90%) were able to solve questions on addition and subtraction correctly; among them 126 (70%) were also able to solve the questions on multiplication and 103 persons (57.2%) also solved the questions on division correctly.

A comparison in the performance of male and female respondents indicate a greater proportion of males were able to solve all the questions correctly (62.2%) as against females (52.2%) while more females (17.8%) solved three questions i.e. up to multiplication than males (7.8%). Among those who solved only two questions the proportion of males was higher (22.2%) than females (17.8%) and a larger proportion of females (12.2%) did not attempt any question than the proportion of males (7.8%).



IMPACT OF ADULT EDUCATION PROGRAMME ON  
THE VILLAGE POPULATION

This section is based on the interviews of 120 village influentials selected @ two persons per AEC. They included the Gram Pradhans, knowledgeable women, members of the Scheduled Castes and Muslims.

The sample consists of 95 males and 25 females. Among them 28 were members of the Scheduled Castes, 27 of the Backward Castes, 36 of the Upper Castes and 29 were Muslims. Occupation-wise, 63 persons were engaged in cultivation, 15 in service, 8 in trade, 7 in agriculture as Labour, 2 each were students and self-employed, 5 were medical practitioners, one was working as a contractor while 17 were housewives.

Knowledge and Opinion about the Programme

Except 10, all the persons interviewed knew that an AEC was established in their village. About one-third of the sample (32.5%) informed that the AEC were run for a period of ten months. This proportion of the sample represent 20 AEC while our information was that the AEC were run for ten months in only one district which had a sample of 10 AEC in our study. Thus, the responses of 19 persons indicate lack of information.

A large majority of the respondents (88.3%) thought the

participants were benefited by attending the AEC, 9.2% of the people were unable to say anything while 2.5% of the sample had a negative response to this question. Those who thought the participants were benefited by attending the Adult Education Classes (106) were also asked to explain how have they benefited. Their responses indicate that they appreciate the role of the AE Programme as their responses were : They are now able to read, write and do simple calculation (58.47%); they have got knowledge about health care and Family Planning (22.87%); they have now greater understanding of the importance of good social relations (11.02%); and their knowledge about occupational development and development programme has improved (7.62%).

#### Role of the Gram Sabha

Nearly one-third of the respondents (30.83%) responded the question 'whether the Gram Sabha took any interest in the activities of the AEC' in negative. They also included 6 (out of 38) Gram Pradhans and 9 (out of 23) members of the Gram Sabha.

When asked to explain what type of interest the Gram Sabha had taken in the activities of the AEC their responses were : motivated the participants to attend their classes regularly (39.42%); members checked the AEC from time to time (22.12%); arranged place for the Centre (18.27%); helped in propaganda about the programme by writing, slogans on walls, and, solved several problems of the AEC (7.69%).

#### Response of the Community

Only 60.0% of the respondents thought the people in the village were generally aware about the Adult Education Programme. According to them, the people knew the Programme was meant to reduce illiteracy among the adults (68.06%) and that under the AE Programme free education and stationary was provided (31.94%) to the participants. Half of the sample (50.83%) said that the village community took interest in the activities of the AE Centre. Nearly an equal proportion of the people (48.33%) opined that the AE Programme had a positive effect on the living style of those who had completed the course, eg. their behaviour towards others had improved, there was greater health consciousness among them now than earlier and they had developed self confidence.

The impact of the AE Programme on the economic activities of the participants was noticed by only 10.0% of the respondents. A larger proportion of the sample (70.0%) however, had observed change after the AE course. They observed this impact from the change in the quarrelsome behaviour of some people (59.88%); improvement in civic sense (20.37%); and, from the improvement in social relations (19.75%).

#### Village Level Adult Education Committee

Earlier, we have mentioned that 54 Instructors had informed that the Village Level Adult Education Committees for their Centres were formed. The village influentials, however, presented a different picture. Only 86 (71.67%) of them were aware about the formation of such Committees in their villages. Even 8 Pradhans/Up

Pradhans/members of Gram Sabha said that no such committee existed, and 7 others in the same category of respondents did not know whether a Village Level Adult Education Committee was formed or not.

Among those who knew about the formation of the AE Committees in their village, only 59 respondents (68.6%) believed the committees had positively contributed to improvement in the working of the AE Centres. The nature of their contribution was probed further. Their responses were:

The Committee members checked the working of the AE Centre from time to time (52.54%); motivated the participants to attend their classes regularly (52.54%); arranged necessary facilities for the centre (38.98%); and, helped in propagating adult education (23.73%).

The position with regard to the establishment and working of the Village Level Adult Education Committees for the centres mentioned above do not present a satisfactory picture. Firstly, a significant proportion of the respondents reported non-existence of such committees in their villages. Secondly, about one-third of those who knew about the existence of such committees felt that they did not make any contribution to improvement of the AE Centres.

#### Benefits of the Programme

A majority of the village influentials (89.17%) believed that the AE Centre have rarely benefited the people. This opinion was

expressed by all the caste and occupational groups uniformly. The benefits listed by them included :

The illiterates are now able to read and write simple Hindi (54.21%); solve simple arithmetic problems (41.12%); their knowledge about different development programme has improved (29.91%); social consciousness (28.97%) and health consciousness among them (19.63%) have grown appreciably and they have been able to improve their economic condition (11.21%).

Most of the respondents (86.67%) informed that the classes at the centre were held regularly and three-fourth of the sample believed the people were fully satisfied with the working of the AE Centres.

In the end suggestions from the village influentials were invited recording the steps that in their view were necessary for improving the working of AE Centre/Programme in their villages. Half of them (50.83%) suggested that proper seating arrangements for the participants were necessary; 30.0% of them thought the programme can achieve success is linked with economic activities; 25.0% of the respondents suggested inclusion of the technical education which may develop occupational efficiency; 25.83% of them suggested provision of stipend for the participants; 12.5% of them felt the need of some musical instruments at the centre which may generate interest among adults; 7.5% of the respondents wanted the AE Centres should be run on the regular basis; and , 7.5% of the people thought the

Instructors honorarium was too meagre and, therefore, should be increased to a reasonable amount.

## VI

### SOME OBSERVATIONS AND SUGGESTIONS

The survey for the present study was conducted after about five months of completion of the course at the A.E.Centres managed by the NYK. Due to this our field teams could not get an opportunity to visit the centres and see their working themselves. They, however, interviewed a selected number of Instructors, participants and village influentials at their residence. Besides, they had detailed discussions with youth coordinators and supervisors/motivators of the selected districts. In this section we would like to present certain observations regarding the working of the AE Programme under NYK in Uttar Pradesh:

1.The AEC in five of the six selected districts were run from 14.11.1988 to 13.11.89 i.e. for one year. In the remaining district, the centres were run from 1.12.1988 to 30.9.89, i.e. for ten months only. This reflects lack of uniformity in the period of teaching.

2.The Instructors and motivators/supervisors were selected from the concerned villages and generally from amongst those who were members of the youth club under NYK. The procedure for selection and the qualifications were, however, not uniform in all the districts. The number of motivators also varied even for similar number of AEC in different districts. Some of the motivators/supervisors were just High School and some of the

Instructors had not studied even upto Senior Basic level.

3.The period and contents of training also varried from district to district.Even all Instructors were not given training.Most of those who attended the trainig did not stay for the full period.A two days refresher training to Instructors was arranged in only one district.

4.The centres were to run six days a week, as sunday was observed a holiday.A significant proportion of the respondents,however,reported that their classes at the AEC were not held regularly.

5.Generally,books were supplied to the AEC in time.Other teaching /learning material was, however,supplied late.In one of the districts the supply was made after about four months of the start of the centres.The supply was delayed because the material was not procured in time by their Regional Office.Some of the district coordinators also complained about short supply of material.

6. There was no uniformity in the system of procurement of material.Some of the districts were supplied the material through their Regional Office while others were given funds by the Sangathan to procure the material directly.

7. In some of the districts the books were taken back from the participants at the end of the session.Thus,the participants were deprived from containing their practice in learning.

8. It was found that there was no fixed schedule for visits of



the Supervisors/Motivators and the District Youth Coordinators to the AEC.

9. Irregular attendance and late coming of participants was one of the major complaints of Instructors which implies that the Programme has not received as much public support as it should have.

10. The Instructors were paid an honorarium of Rs. 100/=per month. Some of them did not get their payment regularly.

11. Most of the Instructors were satisfied from the attitude/support of the Motivators and the District Youth Coordinators.

12. A significant proportion of the Village Level Education Committees and Gram Sabhas did not take any interest in the activities of the AEC. Even the AEC which received support from them got it only for name-sake. A sizeable section of village influentials were also critical of the attitude of the two organizations.

13. The achievement of the selected AEC was that the percentage of literates among the family members of participants had increased from 30.22 to 48.72. The increase in percentage of literates among females was higher (from 19.72 to 40.37) than among males (from 38.73 to 55.49).

14. The responses of the participants /beneficiaries indicate Lack of Uniformity in the coverage of subjects among all the AEC. It seems the objectives set by the NLM under the Functional

Literacy Programme were not followed by all.

15. There was lack of uniformity in the methods of teaching and use of teaching aids.

16. There are clear indications of positive achievements of the Programme. Besides developing the ability to read, write and do simple arithmetic calculations the participants reported improvement in their level of social consciousness, health consciousness and awareness about the ways of improving economic activities.

17. The performance of the participants tested in reading, writing, numerals and simple arithmetic, after a lapse of about five months of leaving the AE Centre indicate, despite some errors that the majority of them was able to read and write in simple Hindi, numerals and attempt simple questions of arithmetic correctly, i.e. addition, subtraction, multiplication and division.

18. There was no interaction between the District Adult Education Officer and the Youth Coordinators in most of the districts.

19. In some districts, locations for the AEC were selected on the availability of space for holding classes and not on the basis of the proportion of illiterate adults.

20. It seems there was no rationale in the allocation of funds as some districts received higher amount than others for running equal number of AEC. Some of the District coordinators expressed their resentment by alledging that the funds were

allocated on other considerations than the number of AEC. They were also unhappy over the delay in sanction and release of funds.

21. The District Youth Coordinators also worked as Project Officer for the AE Programme. The staff for Adult Education Programme at the district level consisted of only an accounts clerk/office assistant in three districts. An Assistant Project Officer and a peon were also appointed in district Pratapgarh and an Assistant Project Officer in district Rampur. The two districts had 120 and 100 AEC respectively. The Youth Coordinators generally complained about the shortage of staff. Their plea was that their primary responsibilities were for other activities of the NYK. They were, therefore, unable to devote sufficient time for Adult Education Programme.

22. Some of the District Youth Coordinators were very much dissatisfied with their service conditions. They were critical of the differences in salaries and status of persons working on similar post. According to them, some of the District Youth Coordinators were given salary scale and status of a class 1 officer while others were getting a consolidated salary of Rs.2200/= per month. The NYK Sangathan did not pay them any honorarium/ allowances for looking after the AE Programme. Due to the discrepancy in their service conditions and absence of any monetary incentives most of them were not enthusiastic about the AE Programme, which they considered an additional responsibility.

### Some Suggestions

1. There is a need of appropriate training of District Youth Coordinators and Motivators/Supervisors through some other agency.
2. The training of Instructors must receive serious attention of NYK Sangathan. At least 10 days training is necessary for them. The contents and period of training should be uniform. The District Adult Education Officer (DAEO) must be given a greater role and persons associated with different development and welfare programmes and health and education must be involved in the training.

Besides proper fooding, lodging and travelling expences to and from training centre the trainees should also be paid daily allowance for the period of training.

3. Teaching/learning material should reach the AE Centres atleast one week before the start of the Centres. The Centres should not start functioning unless they get the material. To overcome the delay, the funds may be released to the District units of the NYK directly and the District Youth Coordinators may be allowed to purchase material directly from the approved suppliers.

4. The participants should be allowed to keep books with them after the session is over.

5. There is need of greater supervision and proper monitoring of the working of AEC. Regular visits of Motivators/Supervisors are essentials. Provision of an Assistant Project Officer, if the number of AEC exceed 50, may strengthen the working of the

Programme. Besides, checking of the working of the Centres by DAEO is also required .

6. Lack of interest among the participants may be overcome to a large extent if the NYK utilises its Youth Clubs and Volunteers for popularizing the AE Programme in villages.

Besides, there is a strong need of a policy decision by the Government on giving priority to the participants under TRYSEM, IRDP and other welfare Programmes such as DWACRA after they have successfully completed the AE Course. Similarly, the Instructors should also get preference under such programmes.

Proper space, Tatpatti and a chair for the Instructor will improve conditions of the AEC. It may help in reducing irregular attendance of participants.

7. As far as possible, only those persons should be included in the village level Adult Education Committee who are interested in social work. There is strong need of greater cooperation from the committee and the Gram Sabha.

8. Uniformity in coverage of subjects, methods of teaching and use of teaching aids should be ensured by giving intensive training to Instructors, regular supervision and strict monitoring of the working of AEC.

9. The honorarium to Instructors and Motivators should be paid regularly and as far as possible, on a fixed date.

10. There is need to generate greater interest among the District Youth Coordinators and there is a case for giving them honorarium

at a suitable rate.

11.The consolidated salary (RS.900/=) of Account Clerk/Office Assistant needs a suitable upward revision as his responsibilities are considerable.

12.Greater involvement of the DAEO in the AE Programme under NYK is required.